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Course Profile

International Languages (Spanish)

Level 3
University Preparation
LWSCU

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Spring 2001

BJQ-4853

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Acknowledgments

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Course Overview
International Languages (Spanish), Level 3, University Preparation, LWSCU

Prerequisite: International Languages (Spanish), Level 2, Academic

Course Description

This course allows students opportunities to further their knowledge of the Spanish language and to further develop an appreciation for Spanish culture through language. Students build and apply their knowledge of Spanish while exploring a variety of themes, such as art, music, traditions, and an overview of Spanish-speaking people in the world. Students also enhance their thinking skills through the critical study of literature. They continue to explore aspects of the countries where Spanish is spoken through a variety of print and technological resources.

How This Course Supports The Ontario Catholic School Graduate Expectations

The study of the Spanish language helps students become effective communicators; more reflective, critical, and creative thinkers; as well as discerning believers. The graduate will respect and affirm the diversity and interdependence of the world's peoples and cultures. As a life long learner and responsible citizen, the graduate will also be able to make appropriate decisions in light of Gospel and Church teachings.

Units: Titles and Time

Unit 1	Las cosas cambian	16 hours
* Unit 2	¡Qué recuerdos!	28 hours
Unit 3	Más vale tarde que nunca	22 hours
Unit 4	Mente sana en cuerpo sano	22 hours
Unit 5	¡Sin límites!	22 hours

* This unit is fully developed in this Course Profile.

Unit Descriptions

Unit 1: Las cosas cambian

Time: 16 hours

Unit Description

This unit is intended to provide students with a comprehensive review of Spanish, Level 2, Academic. Students explore their family roots and their younger years. Students are exposed to the study of *cuentos y fábulas* as an introduction to the *imperfecto*. They recognize that there is more grace in our world than sin, and that hope is essential in facing all challenges. The unit activities lay the foundation for self-help and cooperative learning, whereby team members learn to respect the rights, responsibilities, and contributions of self and others.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	L1V.01, SPV.01, REV.01, WRV.01 LI1.01 WR1.01,.04 SP1.01,.02,.03,.04 RE1.01,.02,.05 CGE2b,5a,5g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Imágenes del pasado* *- Repaso de los sustantivos, los artículos, el género y las contraciones del artículo masculine* *- Repaso del vocabulario de la niñez/juventud* *- Reunión de estudiantes graduados despúes de diez años (proyecto escrito-hablar de sus vidas*
2	L1V.01, SPV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 WR1.01,.04 CGE2c,4a,5g,6a,6c,6d	Knowledge/ Understanding Thinking/Inquiry Communication Application	*La familia* *- Repaso del vocabulario de la familia* *- Repasar los adjetivos posesivos* *- Enseñar los pronombres posesivos* *- Una guía completa con algunos personajes e historias - en video*
3	LIV.01, REV.01, WRV.01 LI1.02 RE1.01,.02,.04 WR1.01,.02,.03,.04 CGE1d,1j,3a,3d,4g, 5g,7a,7c	Knowledge/ Understanding Thinking/Inquiry Application	*¿Qué hicieron?* *- Una encuesta sobre las noticias (leer un periódico o revista, ver un programa, oír las noticias, visitar una página Web, etc.) - preparar preguntas y un reportaje escrito* *- Repaso del pretérito del indicativo*
4	LIV.01, SPV.01, REV.01,WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.05 WR1.01,.02,.04,.05 CGE1j,2a,2b,3a,4g, 5g,7c,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Un breve estudio de cuentos y fábulas hispánicas e indígenas de las Américas* *- Enseñar/usar el imperfecto del indicativo* *- Escribir un párrafo completando una leyenda o un cuento de hadas* *- Analizar leyendas/cuentos de hadas de los varios países de habla hispana*
5	L1V.01, REV.01, WRV.01 LI1.03 RE1.01, RE1.03,.05 WR1.01,.02,.03,.04,.05 CGE2b,3a,3b,4c,4g, 5f,5g,7a	Knowledge/ Understanding Thinking/Inquiry Application	*Crear una leyenda o un cuento de hadas sobre su propia familia o una familia imaginaria* *- Enseñar cuando usar el imperfecto del indicativo y el pretérito del indicativo*
6	LIV.01, SPV.01, REV.01 LI1.02 SP1.01,.02,.03,.04 RE1.02,.05 CGE2b,2c,3a,4a,4c,4f,4g, 5a,5g, 7a	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Presentación oral/dramatización de su propia leyenda o cuento de hadas*

Unit 2: ¡Qué recuerdos!

Time: 28 hours

Unit Description

Students honour and appreciate the development of Hispanic and Hispanic-Canadian cultures through the various arts (music, literature, art) and science. In the study of influential Hispanic men and women, both in Spanish-speaking countries and in Canada, students integrate Catholic faith traditions while enhancing their knowledge and understanding of the lives of Hispanics in history.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	LIV.01, REV.01, WRV.01 LI1.01,.02 RE1.01,.02, .04,.05 WR1.01,.02,.03,.04 CGE1a,1e,1h,1i,2a,2c,3b, 5g, 6b,7f	Knowledge/ Understanding Thinking/Inquiry Application	*Historia de las "Artes y Música" en el mundo hispánico (diapositivas y música) y su importancia en el ambiente hispanocanadiense* *- Enseñar el vocabulario asociado con la música y las artes* *- Repaso de los sustantivos singulares y plurales y los sustantivos regulares e irregulares*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE3a,7f,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Estudio de la literatura penísula/hispanoamerica (poemas, novelas, dramas, etc.)* *- Repaso de los pronombres de objeto directo* *- Enseñar los pronombres de objeto indirecto y su posición en la oración y los pronombres tónicos con/sin la preposición*
3	LIV.01, SPV.01, REV.01, WRV.01, LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.03,.04,.05 WR1.03,.04,.05 CGE1a,1e,1h,1i,2b,6b,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Estudio de artistas, compositores, escritores y santos hispanos e hispanocanadienses* *- Enseñar los adjetivos demostrativos* *- Enseñar el pretérito perfecto del indicativo* *- Enseñar los pronombres relativos* *- Repaso del pretérito del indicativo de los verbos regulares e irregulares*
4	LIV.01, SPV.01, REV.01, WRV.01 LI1.02, .03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3b,4b,5a,5e,5f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Los españoles y los latinoamericanos* *- Estudio sobre un compositor, un bailador, un cantante, un artista o un santo/a* *- Aplicación de las estructuras gramáticales ya aprendidas* *- Reportaje escrito e independiente*

5	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,2a,2b,2e, 3a,3b,3e,4b,4g,6b,7f,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*El español: idioma mundial* *- Continuar el estudio del imperfecto con el pretérito indefinido y perfecto* *- Enseñar "por/para" Una búsqueda de información acerca de tradiciones/eventos hispanos (por ejemplo: el tango, la piñata, el chocolate, la corrida de toros, etc.)* *- Preparar/crear una presentación detallada (una escena/fiesta) en la cual se celebren los aspectos estudiados*

Unit 3: Más vale tarde que nunca

Time: 22 hours

Unit Description

Students appreciate the cultural diversity of the Hispanic world while exploring countries, traditions, customs, religions, and folk traditions of these different Spanish-speaking societies. The geographical and cultural comparison between Canada and the Hispanic world allows students to respect historical and cultural differences in today's changing world. Equality, democracy, and solidarity, as witnessed in Catholic social teaching, are promoted through students' research.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.05 WR1.01,.02,.04,.05 CGE1b,4c,5a,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Planes de viaje/Agente de viajes/Una agencia* *- Enseñar el vocabulario asociado con una agencia de viajes* *- Crear y presentar oralmente un diálogo/una escena sobre este tema*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.01 SP1.01,.02,.03,.04 RE1.02,.05 WR1.02,.05 CGE1b,2a,3c,3f, 4b,4c,4f, 5e,7h,7i	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Comparación del Canadá con los varios países de habla hispana* *- Enseñar el comparativo, el superlativo de los adjetivos regulares e irregulars* *- Discusión en clase* *- Usar mapas u otros recursos acerca de la geografía de los países hispanos*
3	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.04,.05 CGE1b,1h,2c,4a,5a, 7d,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Tradiciones y costumbres* *- Enseñar el futuro del indicativo y el futuro de probabilidad* *- Crear un diálogo video/audio grabado de una tradición, superstición, o costumbre proyectado hacia el futuro*

4	LIV.01, SPV.01, REV.01, WRV.01 LI1.02 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2b,2e,3a,3e,4g,7f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Investigación sobre un país hispánico* *- Presentación oral y escrita* *- Uso de la computadora y la Internet*
5	LIV.01, SPV.01, REV.01, WRV.01, LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.02,.05 WR1.01,.03,.04,.05 CGE1f,2b,3f,4f,5g,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Álbum turístico* *- Presentación en video de planes de viajes* *- Una carta video (repaso del uso del pasado y del futuro). Redactar una carta a un(a) amigo(a) o familiar contándole todo lo que has hecho y lo que e queda por hacer en el país visitado.*

Unit 4: Mente sana en cuerpo sano

Time: 22 hours

Unit Description

Students explore health through the world of gastronomy, fashion, and medicine of the Hispanic countries. Students recognize that life is an unearned gift. One is entrusted with life. One does not own it, but one is called to protect and cherish it. Through various Canadian/Spanish/Latin American magazines, newspaper publications, and the Internet, students learn to appreciate the variety of opportunities in leisure and fitness for a well-balanced healthy lifestyle.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.03 SP1.01,.03 RE1.01,.02,.04 WR1.01,.03,.04 CGE1c,1j,2a,3a,3d,3f, 4a,4g,4h,5c,6b,7b,7d,7i	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*De muchos tamaños – En el salón de belleza* *- Repaso de las conjunciones y del vocabulario de las partes del cuerpo humano* *- Enseñar el vocabulario asociado con la salud* *- Crear una revista de belleza (actividad colaborativa) para los jóvenes acentuando el cuidado de la salud*
2	LIV.01, SPV.01, WRV.01 LI1.01,.02 SP1.01,.03 WR1.01,.02,.04, CGE1d,1e,2c,4a, 4b,4g,5a,5f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*¿Qué te duele?* *- Repaso de los verbos reflexivos y su uso en acciones recíprocas* *- Dramatización oral de una escena de una visita al médico*

3	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.03 RE1.04 WR1.01,.02,.04 CGE2c,3e,4a,5a,7d	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*El encuentro de los gustos gastronómicos* *- Enseñar el condicional* *- Crear un menú que incluya un aspecto de la historia de la cocina española, hispanoamericana e hispanocanadiense* *- ¿Qué le serviría Ud. a un personaje imaginario o histórico o a un hispanocanadiense?*
4	LIV.01, SPV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02 WR1.01,.02,.03,.04 CGE2c,4b,5a,7c	Knowledge/ Understanding Thinking/Inquiry Communication Application	*¡Dígame!* *- Crear un diálogo de una conversación teléfonica acerca de la importancia de hacer ejercicio físico y decidir encontrarse en un gimnasio*
5	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.01,.02 RE1.01,.02,.04 WR1.01,.03,.04 CGE2c,3f,4a	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Un anuncio publicitario para un gimnasio/la salud (clases de aerobicos, salón de aparatos para hacer ejercicio, natación, sauna y masaje)* *- Crear un anuncio publicitario escrito y presentarlo (en video) a la clase*
6	LIV.01, REV.01, WRV.01 LI1.01,.02 RE1.02 WR1.01,.02,.03,.04 CGE1c,1d,1e,1f,1i,1j, 2a,2b,2c, 3d,4a,4h, 5a,5e,5f,6b,7a,7b,7d,7i	Knowledge/ Understanding Thinking/Inquiry Application	*Consejos y advertencies* *- Escribir una carta al programa televisivo, "Hispanos en Canadá" o "Cristina," pidiéndole consejos o* *- Crear un horóscopo original en el cual haya consejos y advertencias*

Unit 5: ¡Sin límites!

Time: 22 hours

Unit Description

Students investigate the workplace and consider the meaning and purpose of work. Students explore career opportunities in Canada and Spanish-speaking countries. Students write curriculum vitae, fill out applications, and search for jobs through the Internet, newspapers, and other job postings. They are also encouraged to discover the values and rewards of volunteer work and the responsibilities involved in choosing a career in today's evolving society. Students are made aware of their rights and responsibilities as Canadian citizens in this unit. Students also learn to respect and appreciate the importance of language and contributions of others in the world of work while exercising Christian leadership.

Strand(s): Communication (Listening, Speaking), Reading, Writing

Unit Overview Chart

Cluster	Expectations	Assessment	Focus
1	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.03 SP1.02,.03,.04 RE1.01,.04,.05 WR1.01,.03,.05 CGE1g,1h,1i,2d,3f, 5b,5d,5e,6e, 7e,7f,7g,7h,7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Profesiones y carreras en las cuales se usa el español* *- Enseñar el vocabulario asociado con el mundo del trabajo* *- Buscar los anuncios en los periódicos y en la Internet* *- Intercambio de ideas generales y comentarios*
2	LIV.01, SPV.01, REV.01, WRV.01 LI1.02 SP1.01,.02,.03,.04 RE1.02 WR1.01,.02,.04 CGE4c,4d,4f	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Los problemas internacionales* *- Enseñar el imperativo afirmativo y negativo* *- Una presentación de nuestros ideales para un mejor planeta, la eliminación de la pobreza, de la guerra y de la contaminación (Consejos usando el imperativo)*
3	LIV.01, REV.01, WRV.01 LI1.01 RE1.01,.02,.04 WR1.01,.03,.04 CGE2d,3d,4g,5b,5c, 5h,6e,7b	Knowledge/ Understanding Thinking/Inquiry Application	*Carta de recomendación* *- Repasar el negativo de los verbos y enseñar las expresiones negativas* *- Enseñar "pero/sino"* *- Crear y completar una solicitud* *- Escribir un "curriculum vitae"*
4	LIV.01, SPV.01, REV.01, WRV.01, LI1.01,.03 SP1.01,.02,.03 RE1.02,.04 WR1.01,.02,.04 CGE2a,2c,5d,5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Una encuesta sobre los trabajos* *- Enseñar el comparativo y el superlativo de los adverbios regulares e irregulares* *- Preparar una encuesta/un cuestionario sobre el trabajo y hacer un reportaje oral de los resultados*
5	LIV.01, SPV.01, REV.01 LI1.03 SP1.01,.03,.04 RE1.01,.04,.05 CGE3e,3f,5c,7f,7g	Knowledge/ Understanding Thinking/Inquiry Communication Application	*Anuncios de trabajos bilingües e internacionales* *- Profesiones del futuro en las cuales se use el español como segundo idioma* *- Hablar de las profesiones del futuro* *- Redactar una carta solicitando una entrevista de trabajo*
6	LIV.01, REV.01, WRV.01 LI1.01, RE1.01,.04 WR1.01,.04 CGE3d,4e,4g,5b,5c,5d, 5g,5h,6e,7a,7b,7h	Knowledge/ Understanding Thinking/Inquiry Communication Application	*La primera entrevista* *- Presentar una dramatización de una entrevista en una compañía canadiense/hispánica o una escena en la cual uno solicite trabajo como voluntario*

OSS Policy Considerations

Teachers refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.* It is the responsibility of the teacher to review the necessary language structures in order to give students the basis for a successful learning experience. [Any resources to support anti-discrimination education, equity/social justice issues, career goals/cooperative education, community partnerships, and faith development support many of the Ontario Secondary School Policies as well as *The Ontario Catholic School Graduate Expectations.*] Teachers are to be familiar with *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999.*

Course Evaluation

At the end of this course, teachers have the opportunity to assess the overall effectiveness of their programs. Teachers may utilize a student evaluation form to gather information on how to modify the program for student success. Teachers should review the content and the instructional and assessment strategies of the course in order to revise the Spanish program to improve student achievement of the expectations.

Course Notes

Teachers should address school and board policies regarding safety, acceptable use of the Internet, and proper use of audio-visual equipment. On-going activities should reflect awareness of violence prevention and avoidance of bias within the learning environment. Teachers, in conjunction with special education teachers, should accommodate individual student needs. Cross-curricular integration assists students in making connections to other disciplines globally.

Teaching/Learning Strategies

A wide variety of teaching and learning strategies should be employed to sustain student interest and maximize learning. All types of learning styles should be are accommodated. Teaching and learning strategies will reflect a balance of independent, collaborative, and teacher-directed activities. Activities are relevant and motivating and allow for student creativity. Resources used (Internet, video, and print) are to be previewed before use. Information technology has been included for all units in the course overview.

Assessment & Evaluation of Student Achievement

Teachers should assess what students learn and how well they learn. Teachers should also provide opportunities for students to examine and reflect on their personal values, abilities, and aspirations and on how these influence life's choices and opportunities. Students need a variety of opportunities to demonstrate their knowledge and skills. Teachers should use a variety of techniques to assess and to evaluate these performances of learning (e.g., portfolios, journals, tests, checklists, rubrics, etc.). Teachers should use a repertoire of assessment techniques, including diagnostic, formative, and summative assessment to include student achievement of Ministry and Ontario Catholic School Graduate Expectations.

Reporting Student Achievement

A final grade is recorded for each Spanish course and a credit is granted for every course in which the student's grade is 50% or higher.

The final grade is determined as follows:

- **70%** of the grade is based on assessments and evaluations throughout the course,
- **30%** of the grade is based on a final evaluation in form of an examination, performance, or other method of evaluation suitable to the course content and administered near the end of the course. It should assess the three strands of Oral Communication (Listening and Speaking), Reading, and Writing.

The final mark should reflect the expectations of the three strands: Oral Communication (Listening and Speaking), Reading, and Writing.

Accommodations

Teachers are expected to be acquainted with students' Individual Education Plans (IEP), the unique learning characteristics of individual students, and to make the necessary accommodations.

In order to meet the needs of these students, a variety of strategies, techniques, or resources may be used (e.g., use cue cards, pair students according to task, modify written tests, etc.). Every attempt is made by the teacher to accommodate students' individual needs, in order to increase their success in the course.

Teachers:

- consult with Special Education personnel while reviewing Individual Education Plans (IEPs) of students with special needs, noting recommendations and accommodations for all identified students e.g., gifted, students with physical, behavioural and/or intellectual challenges and students with learning disabilities;
- are prepared to offer alternative formats for assignments and presentations. These may include pre-recorded audiocassettes, videotaped conversations, the use of a script, etc.;
- refer to IEPs for recommendations and accommodations when assessing and evaluating students identified with special needs;
- arrange on-going extra opportunities for the reinforcement of vocabulary and grammatical structures;
- sensitively select partners allowing one student's strengths to compensate for another student's challenges.

Resources

Specific resources have been included in the course overview for the units and activities. Community resources are also very useful: community organizations, clubs, embassies, consulates, travel agencies, newspaper, radio and television stations, theatres, museums, art galleries, churches, and spanish speakers from the community (or within the schools).

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

Print

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(100 pages of text: 50 intensive and 50 extensive as required Level 3, International Languages.)

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Sender, Ramón. *Réquiem por un campesino español.* Dinamarca: Grafisk Forlag A/S, 1972. ISBN 87-429-7730-4

Varona-Lacey, Gladys M. *Introducción a la literatura Hispano-Americana: de la conquista al siglo XX.* Illinois: NTC 1997. ISBN 0-8442-7679-0

Magazines

Chicos, Muchachos, Todos Amigos, Vamos! – ELI Distributors, The Resource Centre, P.O. Box 190 Walterloo, Ontario N2J 3Z9 Tel. (519) 885-0826, Fax (519) 747-5629

Technological

Batalla de palabras. Roanoke: Gessler Publishing Co., Inc., 1987. (software)
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Spanish for Everyone. Cambridge: The Learning Company, 1997. ISBN 0-7630-1489-3 (CD-ROM)
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Films

La Bella y La Bestia. CS. Burbank, California: Walt Disney. ISBN 1-55890-671-1

FilmArobics, Inc. Vernon Hills, Illinois. Web page: www.filmarobics.com Fax: 1-847-367-5669

Films for the Humanities. P.O. Box 1051, Fort Erie, ON L2A5N8 1-800-257-5126, Web page: www.films.com (vast selection of Spanish/Latin American film and videos of artists, writers, history and culture).

Selena. (versión en español-doblada). Warner Brothers. ISBN 0-7907-3423-0

Internet Please note all sites are listed in order of use.

Yahoo – Spanish
www.yahoo.com

Excite – Spanish
www.excite.es

OMLTA
webhome.idirect.com/~omlta/

Lycos – Spanish
www.lycos.es

AltaVista – English
www.altavista.com

American An elegant multi-lingual searchengine
www.google.com

Modern Language Association of America
www.mla.org/

Famous Hispanics
coloquio.com/famosos.htm

American Council on the Teaching of Foreign Languages
www.actfl.org/
Biblia
www.catolicos.org/biblias.htm
Mayan Folktales
LanguageCenter.cla.umn.edu/lc/surfing/spanish.html
Mayan Calendar
saxakali.com/historymam7.htm
¡Fiestas!
www.mexdesco.com/fiestas/1852.html
List of Mexican Fiestas
www.mexico-travel.com/fiestas/fiestas_inf_eng.html
Sí, Spain
www.SiSpain/english/index.html
Documentos de Santos
www.catolicos.org/documentossantos.htm
3D Atlas
www.3datlas.com
Countries Online
www.altapedia.com/online/contents.htm
Great Maps
www.nationalgeographic.com/resources/ngo/maps
CNN City Maps
www.cnn.com/TRAVEL/CITY.GUIDES
A World of Information
www.emulateme.com
Madrid Monthly
www.softdoc.es/
Latin America
latinworld.com
Virtual Spain
www.clark.net/pub/jumpsam/index.html
Tour Spain
www.spaintour.com/indexe.html
Mexico City
www.mexicocity.com.mx
Guatemala
www.eecs.wsu.edu/~pomero/literatura/guatemala.html
Peru
www.peru-info.com/
Familias Católicas
www.catolicos.org/familias.htm
Emiliano Zapata
indians.org/welker/zapata.htm
Gloria Estefan
www.estefan.net/
Frida Kahlo
www.cascade.net/klinks.html
Diego Rivera
www.diegorivera.com
Tour the Prado Museum
museoprado.mcu.es/index.html
El Greco
www.santotome.macom.es/
La Tuna
tuna.upv.es/
Latin Music Company
www.fonovisa.com/
Country Information
www.excite.com/travel/countries
Spanish Fairy Tales
www.angelfire.com/ne/Bernardino2/
Bullfighting Magazine
www.6toros6.com/6t6b.htm
Folk Dancing in Mexico
www.alegria.org
Chichen Itza – Prehispanic City
osfl.gmu.edu/~reastlan/slide8.htm
Links to Latin American Sites
www.latinolink.com
Mexico Online
www.mexicool.com
Spain's Office of Tourism
http:www.okspain.org
Cyber Spain
www.cyberspain.com/
Costa Rica Museum of Art
crc.co.cr/cultura/musarco/index.html
Children's Stories
ika.com/cuentos/peques/nino.html
Chile
sunsite.dcc.uchile.cl/chile/chile.html
Dictionaries
www.onelook.com

Language Translation
www.logos.it dictionaries.travlang.com
Grammar Worksheets
http://php.indiana.edu/~jsoto/ejercicios.html
Self-Check Exercises
mld.ursinus.edu/~jarana/Ejercicios/self_check.html
Activities and Games
www.mundolatino.org/rinconcito/
Menus
www.onlinemenus.com
The Web Gourmet
www.gourmetspot.com
Electronic News Magazine
noticias.ole.es
Costa Rican Newspaper
www.nacion.co.org
News from Columbia
www.elheraldo.com.co
Bullfighting in Peru
ww3.rcp.net.pe/rcp/toros
The Running of the Bulls
webcom.com/fermin/guide/encierro.html
Flamenco Dancing
www.andalucia.com/flamenco/home/htm
Christmas Around the World
www.gsh.org/schools/USA/GA/PGE5061/around2.htm
List of Mexican Fiestas
www.mexico-travel.com/fiestas/fiestas_inf_eng.html
El Día de los Muertos
www.azcentral.com/ent/dead/altar/
Quinceañera
www.latinabride.com/engquince.html
History of Cinco de Mayo
www.vivacincodemayo.org/history.htm
Holy Week
guia.semanasanta.andal.es
Holiday Celebrations
www.holidays.net
Virtual Tourist
www.vtourist.com/
Magazines Galore
www.enews.com

More Spanish Resources
www.cfls.ndhq.dnd.ca/spa.html
Videos
www.madridman.com/

Spain's Foremost Newspaper
www.elpais.es
Bilingual Magazine
www.enespanol.com/home.html
Worldwide Newspapers
www.all-links.com/newscentral
The Bullfight
www.andalucia.com/bullfight/home.htm

Our Lady of Guadalupe
spin.com.mx/~msalazar
Holidays Around the World
www.holidayfestival.com

CNN en español
www.cnnenespanol.com
Celebrity Athletes
www.mrshowbiz.go.com/people/catbrowse/athleteindex.html
Legends of the Game
www.cmgww.com/sports.html
Traveling to a Foreign Country?
www.travlang.com
Newspaper – El Popular
www.diarioelpopular.com
Comida Mexicana
www.mexicodesconocido.com.mx/comida/2070.htm
National Beverages of Mexico
www.mexdesco.com/bebidas/bbdanals.htm
Traditional Recipes
www.ozemail.com.au/~spain/cooking.htm
Venezuelan Cooking
members.tripod.com/~cocinavzla/top.html
Colorful Cooking of South America
www.cs.yale.edu/~hupfer/global/regions/sam/html
Menus
www.onlinemenus.com
Food (Spanish recipes)
www.recetario.com/recetari
Worldwide Newspapers
www.all-links.com/newscentral
Latin American Studies Virtual Library
www.lanic.utexas.edu/las.html
Electronic Embassy
www.embassv/org/
Univision (television station from Miami)
www.univision.net/startpage.html
Jobs/Careers/Tradeswww.monster.com
www.careermosaic.com
www.jobdirect.com
careers.yahoo.com
www.jobsleuth.com
www.employmentspot.com
Bibliography of Hispanic American Women
www.wmol.com/whalive/hispanic.htm

Culture Vulture
www.culturefinder.com

Epicurious
www.epicurious.com

Magazines Galore
www.enews.com
Spanish Literature Links
www.geocities.com/~lagringa/litspn.html
Spanish Museum Links
www.geocities.com/~lagringa/museumsp.html

Coded Expectations, International Languages, Level 3, University Preparation, LBACU-LYXCU

Oral Communication: Listening

Overall Expectation

LIV.01 · demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes.

Specific Expectations

LI1.01 – demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identifying key information in a presentation;

LI1.02 – demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);

LI1.03 – demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period).

Oral Communication: Speaking

Overall Expectation

SPV.01 · communicate orally in various situations and for a variety of purposes, using language appropriate to the level.

Specific Expectations

SP1.01 – use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);

SP1.02 – convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);

SP1.03 – express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);

SP1.04 – demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised).

Reading

Overall Expectation

REV.01 · read age- and language-appropriate passages from different sources for a variety of purposes.

Specific Expectations

RE1.01 – read, for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts,* including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
*__Note:__ students are expected to read at least 100 pages of text (50 intensive, 50 extensive) at this level.

RE1.02 – read aloud with expression and accurate pronunciation;

RE1.03 – analyse plot, character development, and setting in novels, short stories, and poems;

RE1.04 – respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);

RE1.05 – demonstrate knowledge of the culture of countries where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken).

Writing

Overall Expectation

WRV.01 · write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

WR1.01 – write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);

WR1.02 – compose and answer a variety of questions;

WR1.03 – express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);

WR1.04 – revise and edit their written work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);

WR1.05 – demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;

CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;

CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;

CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;

CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith);

CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;

CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;

CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;

CGE1i -integrates faith with life;

CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

CGE2a -listens actively and critically to understand and learn in light of gospel values;

CGE2b -reads, understands and uses written materials effectively;

CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;

CGE2d -writes and speaks fluently one or both of Canada's official languages;

CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;

CGE3b -creates, adapts, evaluates new ideas in light of the common good;

CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;

CGE3d -makes decisions in light of gospel values with an informed moral conscience;

CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;

CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 2: ¡Qué recuerdos!

Time: 28 hours

Unit Description

Students recognize and appreciate the development of Hispanic and Hispanic-Canadian cultures through the various arts (music, literature, art) and science. In the study of influential Hispanic men and women, both in Spanish-speaking countries and in Canada, students integrate Catholic faith traditions while enhancing their knowledge and understanding of the lives of Hispanics in history.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Historia de las "Artes y Música" en el mundo hispánico y su importancia	180 min.	LIV.01, REV.01, WRV.01 LI1.01,.02 RE1.01,.02,.04,.05 WR1.01,.02,.03,.04 CGE1a,1e,1h,1i, 2a,2c,3b,5g,6b,7f	Knowledge/ Understanding Thinking/ Inquiry Application	*- Enseñar el vocabulario asociado con la música y las artes* *- Repaso de los sustantivos singulares y plurales y los sustantivos regulares e irregulares*
2. Estudio de la literature hispana	540 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.01,.02,.03 SP1.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE3a,7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Repaso de los pronombres de objetos directos* *- Enseñar los pronombres de objeto indirecto y su posición en la oración y los pronombres tónicos con/sin la preposición*
3. Estudio de artistas, compositores, escritores y santos hispanos	420 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02,.03 SP1.01,.02,.03,.04 RE1.01,.03,.04,.05 WR1.03,.04,.05 CGE1a,1e,1h,1i,2b, 6b,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Enseñar el pretérito perfecto del indicativo* *- Enseñar los pronombres relativos* *- Repaso del pretérito indefinido de los verbos regulares e irregulares* *- Enseñar los adjetivos demostrativos*
4. Los españoles y los latinoamericanos	300 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02, .03 SP1.01,.02,.03,.04 RE1.01,.02,.03,.04,.05 WR1.01,.02,.03,.04,.05 CGE2c,3b,4b,5a,5e,5f	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Estudio sobre un santo/a, un compositor, un bailador, un cantante, o un artista* *- Aplicación de las estructuras gramáticales ya aprendidas* *- Reportaje escrito e independiente*

5. El español: idioma mundial	240 min.	LIV.01, SPV.01, REV.01, WRV.01 LI1.02, .03 SP1.01,.02,.03,.04 RE1.01,.02,.04,.05 WR1.01,.02,.03,.04,.05 CGE1a,1e,1h,2a,2b,2e, 3a,3b,3e,4b,4g,6b, 7f,7g	Knowledge/ Understanding Thinking/ Inquiry Communication Application	*- Continuar el estudio del imperfecto con el pretérito indefinido y perfecto* *- Enseñar "por/para"* *- Una investigación de información acerca de algo hispano (por ejemplo: el tango, la piñata, el chocolate, la corrida de toros, etc.)* *- Preparar/crear una presentación detallada (una escena/fiesta) en la cual se celebren las cosas estudiadas*

Unit Planning Notes

- The teacher gathers the resources needed.
- Refer to *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000* document in order to establish the criteria checklists for the assessment and evaluation of student learning throughout the unit.
- The teacher prepares the evaluation criteria for the unit activities prior to introducing the unit.
- The teacher prepares language/vocabulary worksheets, a quiz to assess verb forms, and assessment sheets and/or rubrics for the assessment of oral and written activities.
- The teacher prepares and/or finds pictures to represent new vocabulary.

Prior Knowledge & Skills

- Possessive adjectives and possessive pronouns
- Imperfect tense of indicative mood
- Use of computer and Internet
- Literary style of legends and fairy tales

Teaching/Learning Strategies

A variety of teaching and learning strategies have been provided to maintain the interest of the students and maximize success for all types of learners.

- The teacher pre-teaches/reviews functional language (structure, theme vocabulary) required for the successful completion of the tasks prescribed in this unit.
- Teaching and learning strategies used with the whole class are brainstorming, problem solving, general discussion, presenting/introducing.
- Teaching and learning strategies also used are memorizing, collaborative/cooperative learning, interviewing, oral communication, reporting, Internet search, videotaping, audiotaping, and CD-ROMs.
- Students use appropriate language structures in all three strands.
- The teacher tests vocabulary, verb tenses, and other language structures.
- The teacher provides listening comprehension activities that increase in complexity and establishes use of portfolios as evidence of student growth.

Assessment & Evaluation of Student Achievement

- Note-taking, gathering, and organizing information, reading age- and language-appropriate materials, writing, questioning, and conferencing
- Formal and informal observation, paper-pencil tests, oral presentations, formal written assignments, and rubrics
- Survey assignments, listening exercises (e.g., dictations), discussions, and student portfolios

Accommodations

- Consult with Special Education staff for specific recommendations and accommodations according to IEPs for students identified with special needs.
- Pair students so that one student's strengths help compensate for another student's challenges.
- Adapt the number of required activities and the level of difficulty to agree with the IEPs for students identified as exceptional, e.g., gifted, students with learning disabilities.

Activity 1: Historia de las "Artes y Música" en el mundo hispánico y su importancia

Time: 180 minutes

Description

Students are given the opportunity to experience a taste of the Hispanic arts and music. Students come to appreciate the contributions and importance of Hispanic influence in art, architecture, music, and science in Canada and throughout the world. Students learn vocabulary associated with music and the arts. Students learn to honour and value the greatness of God's given world and the diversity of its people.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.";
1h - respects the faith traditions, world religions, and the life-journeys of all people of good will;
1i - integrates faith with life;
2a - listens actively and critically to understand and learn in light of gospel values;
2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identify key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD-ROMs);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
*__Note:__ students are expected to read at least 100 pages of text (50 intensive, 50 extensive) at this level.
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs).

Planning Notes

- Use the Internet and/or find coloured reproductions of masterpieces of the Arts (art, architecture, science, and music) and individual famous Hispanics and slides of various works.
- Prepare review materials on nouns.
- Procure a variety of Hispanic music and lyrics as well as slide projector, screen, and adhesive tape of choice.
- Prepare visual aids for concentration-type game (pictures and name cards) and a visual response worksheet for visual test for the end of Activity 1.

Prior Knowledge & Skills

- Language structures include possessive adjectives and pronouns, the preterite and the imperfect tense.

Teaching/Learning Strategies

- The teacher reviews the singular and plural of regular and irregular nouns.
- The teacher provides visual aids (mounted pictures and name cards, and slides) of various Hispanic artists, singers, scientists, architects, and their works and randomly places pictures and name cards face down on the classroom board with adhesive tape. Refer to Appendix 2-A – Algunas personas importantes de la cultura hispana.
- The teacher introduces the students to vocabulary related to the arts and science of the Hispanic world with prepared visual aids and music.
- Students, in two teams, participate in a memory matching game. Each team alternates uncovering a picture and a name of an artist, a singer, a scientist or an architect and a picture of his/her work. Students try to match the "artist" with the correct piece of work/discovery by remembering which pictures and names previously uncovered correspond.

- The successful group of students has the most matches.
- The teacher quizzes students the next day on new vocabulary using a matching-type quiz and tests students using chosen slides (approximately 20 slides).
- Students identify the famous person/work projected on screen by writing their answers on the visual response worksheet.

Assessment & Evaluation of Student Achievement

Technique	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Introduction to vocabulary
Formative	Observation	Teacher	Memory matching game
Formative	Paper/pencil	Student	Worksheet - Vocabulary Match
Summative	Test	Student	Visual response worksheet/written

Accommodations

- Elicit the assistance of the Special Education staff to provide remedial opportunities where needed.
- Refer to recommendations made by Special Education staff re: specific accommodations for students with special needs.
- Adjust the time allotted for completion of written quiz/test.

Resources

Neruda, Pablo. *Neruda's Garden: An Anthology of Odes*. Pennsylvania: Latin American Literary Review Press, 1995. ISBN0-935480-68-4

Seeling, Charlotte. *Fashion. The Century of the Designer 1990-1999*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-2980-2

Telgen, Diane and Kemp, Jim. *Latinas!: Women of Achievement*. New York: Diane Publishing Company, 2000. ISBN 0788190342

Telgen, Diane and Kemp, Jim. *Notable Hispanic American Women*. New York: Gale Research Inc., 1998. ISBN 0787620688

Toman, Rolf. *Baroque. Architecture-Sculpture-Painting*. Köln: Könemann Verlagsgesellschaft mbH, 1998. ISBN 3-89508-917-6

Toman, Rolf. *The Art of Gothic. Architecture-Sculpture-Painting*. Cologne: Könemann Verlagsgesellschaft mbH, 1999. ISBN 3-8290-1741-3

Famous Hispanics - coloquio.com/famosos.htm
Frida Kahlo - www.cascade.net/klinks.html
Diego Rivera - www.diegorivera.com

Tour the Prado Museum - museoprado.mcu.es/index.html

El Greco - www.santotome.macom.es/

Gloria Estefan - www.estefan.net/

Activity 2: Estudio de la literatura española/hispana

Time: 540 minutes

Description

Students further discover the greatness of Hispanics and their contributions to Spanish language and culture. They study several literary genres by reading original Hispanic poems, plays, novels, and short stories. The study also includes literary masters, e.g., Miguel de Cervantes, Tirso de Molina, Sor Juana Inés de la Cruz, Gabriela Mistral, Pablo Neruda, Jorge Luis Borges, Octavio Paz, etc. Students learn to understand, and respect the diversified cultural heritage of the literary world.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.01 - demonstrate an understanding of vocabulary and language structures appropriate to the level by responding appropriately to the speaker's comments and identify key information in a presentation;
LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);

RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Prepare a brief historical overview of Spain and the Americas including Hispanic settlements in Canada (e.g., Toronto, Montreal, etc.).
- Prepare charts, maps, Appendix 2-A – Algunas personas importantes de la cultura hispana, Appendix 2-B – Las Artes, and Appendix 2-F – Estudio de la literatura.
- Prepare comprehensive list of literary terms (see Appendices 2-B – Las Artes and 2-C- Criterio para la presentación oral).
- Provide blank cue cards for the Question Game, chart paper, and adhesive tape.
- Reserve computer time for students to access the Internet and TV, VCR, tape recorder, CD player, tape recorder, slide projector, and screen.

Prior Knowledge & Skills

- Language structures including possessive adjectives and pronouns, the preterite and imperfect tense
- Use of direct object pronouns, and nouns (singular and plural)
- Vocabulary associated with *Artes y Música*
- Literary style of *cuentos y fábulas*

Teaching/Learning Strategies

- The teacher presents an outline of various literary genres and reviews direct object pronouns.
- The teacher teaches indirect object pronouns and their position in a sentence and emphatic pronouns with and without prepositions.
- Students are tested on proper usage of new grammatical structures.
- The teacher gives a brief historical overview of Spain, Hispanic America, and Hispanic settlements in Canada using maps and charts for historical reference.
- The teacher teaches literary terms (refer to Appendix 2-B – Las Artes and 2-C – Criterio para la presentación oral) and gives each student a genre of literature to research on the Internet as well as a poet or writer from that genre.
- Students briefly research their assigned genre and poet or writer on the Internet and share their findings with the class in the form of an oral presentation.
- Students are grouped by genre in order to focus their study in more detail (refer to Appendix 2-F – Estudio de la literature).
- Students elect one member from the group as spokesperson to present their findings to the class.

- The teacher gives each student in each group (genre) names of poets, poems, authors, and novel and students research and analyse one poet (poem), author (novel, short story, etc.) and prepare an activity worksheet for their oral presentation.
- The teacher collects a rough copy of the activity worksheet and supplies added suggestions; students edit their activity worksheet based on teacher's suggestions.
- Students present their choice to the class individually with the aid of audio/visual materials and provide the activity worksheet for each class member.
- Students are instructed to write five questions and answers based on their peers' oral presentation.
- The teacher collects all appropriate questions and answers and prepares 20 or more questions and answers for each genre of literature and the associated literary terms.
- The teacher divides the class into two large groups in order to play the Question Game
- The successful group of students is able to answer the most questions correctly.
- Students conclude the study of literature by writing and illustrating an original poem.
- The teacher compiles students' original work into a Class Poetry Book.
- The teacher evaluates oral presentations and final copies of prepared worksheet.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Historical Overview
Formative	Quiz	Student	Question Game
Summative	Writing Skills	Student	Editing of Activity Worksheet
Summative	Checklist	Teacher	Oral Presentation
Summative	Writing Skills	Student	Poem (written and illustrated)

Accommodations

- Arrange for assistance with written activity worksheet. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion of written activity worksheet.
- Provide assistance with research and oral presentation.
- Adapt expectations according to IEPs, e.g., adapt format and required elements of presentation (pre-recorded audiocassette or videotape).
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Resources

Chastain, Kenneth. *Exploraciones en literatura.* Illinois: National Textbook Company, 1994. ISBN 0-8442-7659-6

Varona-Lacey, Gladys M. *Introducción a la literatura Hispano-Americana: de la conquista al siglo XX.* Illinois: NTC, 1997. ISBN 0-8442-7679-0

Refer to listed Internet sites on Literature.

Activity 3: Estudio de artistas, compositores, escritores y santos hispanos

Time: 420 minutes

Description

Students research Spanish, Latin American, and Hispanic-Canadian artists, composers, writers, and saints. Through the study of these people, students further develop their knowledge of the Spanish language. An appreciation of their contributions to the world of art, literature, music, and the Church is highlighted. Students learn to appreciate life as a gift to cherish from God. Cultural heritage, faith traditions, and history are respected and better understood.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
1e - speaks the language of life... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.";
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
1i - integrates faith with life;
2b - reads, understands, and uses written materials effectively;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.03 - analyse plot, character development and setting in novels, short stories, and poems;

RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Prepare ensemble of Spanish/Latin music from different time periods.
- Prepare lyrics to a Spanish song with words missing.
- Reserve a CD player, cassette player, or VCR and TV, and slide projector and screen.
- Prepare list of names of artists (see Appendix 2-A – Algunas personas importantes de la cultura hispana and 2-B – Las Artes).
- Prepare evaluation for oral presentation (see Appendix 2-C – Criterio para la presentación oral) and a test, and quizzes for language structures taught.
- Prepare slides or a *PowerPoint* presentation of artists, composers, writers, and saints.

Prior Knowledge & Skills

- Previously learned language structures: nouns, pronouns, possessive adjectives, the preterite and the imperfecto de indicativo tenses, and direct and indirect object pronouns.

Teaching/Learning Strategies

- The teacher reviews the *pretérito* (i.e., *hablé, hablaste, habló*, etc.) of regular and irregular verbs and teaches the *pretérito perfecto* (i.e., *he hablado, has hablado, ha hablado*, etc.).
- Students are tested on their knowledge of the preterites.
- The teacher teaches the relative pronouns and students are quizzed on the use of relative pronouns.
- The teacher teaches demonstrative adjectives and students are evaluated on their use of the preterite, relative pronouns, demonstrative adjectives in the culminating activity Meeting of the Minds or Meeting of the Great Ones.
- The teacher expands the overview, started in Activity 1, by focusing on artists, composers, writers, saints, their masterpieces, and their contribution to society. The teacher plays an ensemble of Spanish/Latin music in the background showing slides/pictures of these aforementioned men and women and their masterpieces.
- Students are asked to prepare and present a skit (five minutes long called Meeting of the Minds or Meeting of the Great Ones), the skit requires four people (an artist, a composer/singer, a writer, and a saint)
- The teacher assigns four students to a group and students choose a name of an artist, a saint, a composer/singer, and a writer from a list provided by the teacher.
- Students are instructed to briefly research the person chosen as well as the time period/era in which he/she lived/lives and prepare a dialogue for their biographical skit on a given topic, e.g., beauty or pollution.

- Students prepare to dress and present dialogue as the person chosen, performing the skits for the class on a predetermined day.
- The teacher concludes the study of artists, composer/singers, writers, and saints by providing lyrics to a Spanish song with missing words. Students fill in the missing words to the lyrics.
- The teacher evaluates their presentations of Meeting of the Minds or Meeting of the Great Ones.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Group Collaboration
Formative	Lyric Aural Activity	Student	Aural/Written-fill in the blanks
Summative	Test/quizzes	Student	Written-grammatical structures
Summative	Appendix 2-C – Criterio para la presentación oral	Teacher	Oral Presentation of Meeting of the Minds or Meeting of the Great Ones

Accommodations

- Consult student's IEPs to make accommodations.
- Provide assistance with research and oral presentation.
- Adapt expectations according to IEPs, e.g., allotted rehearsal time, required elements.
- Arrange for assistance with written worksheets. This assistance may be provided by a peer, a classroom teacher, or Special Education staff according to students' specific needs.
- Adjust the time allotted for completion research, oral presentation, and quizzes.
- Arrange for opportunities to reinforce grammar structures, e.g., study buddy, flash cards, etc.

Activity 4: Los españoles y los latinoamericanos

Time: 300 minutes

Description

Students further their knowledge of the Spanish language in the Spanish speaking world by researching a famous/well-known Spanish speaking person. They explore the life of a saint, composer, dancer, singer, or artist of Hispanic heritage. A formal research paper allows students to evaluate and reflect upon the achievements of individuals as unique God given gifts to our world with an essential understanding of their importance in our life.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

2c - presents information and ideas clearly and honestly and with sensitivity to others;
3b - creates, adapts, evaluates new ideas in light of the common good;
4b - demonstrates flexibility and adaptability;
5a - works effectively as an interdependent team member;
5e - respects the rights, responsibilities, and contributions of self and others;
5f - exercises Christian leadership in the achievement of individual and group goals.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01- read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);
SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.03 - analyse plot, character development and setting in novels, short stories, and poems;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Prepare list of famous Spanish-Speaking people (see Appendix 2-A – Algunas personas importantes de la cultura hispana and Appendix 2-B – Las Artes).
- Prepare criteria list for research paper (see Appendix 2-D – Reportaje escrito).
- Prepare evaluation for research paper (see Appendix 2-D – Reportaje escrito).

Prior Knowledge & Skills

- Language structures include all previously taught structures in Units 1 and 2, in particular the preterite and the imperfect tenses.

Teaching/Learning Strategies

- Students continue the study of the *imperfecto*.
- The teacher prepares students for the research writing process and explains, in detail, the expectations of the research assignment, using Modern Language Association (MLA) style.
- Students research a famous or well-known Hispanic person.
- Students brainstorm to form a list of famous or well-known Spanish-speaking people.
- The teacher then provides a fairly comprehensive list of famous Spanish-speaking people (see Appendix 2-A – Algunas personas importantes de la cultura hispana and Appendix 2-B – Las Artes).
- Students choose a famous person for their topic of research. Students are not allowed to choose the same person twice.
- Students prepare an outline of their topic and answer the following questions in their research paper: Who? What? When? Where? Why? and How?
- Students research the chosen person using the Internet and/or other reference materials.
- Students include in the research paper (four to five pages in length): an introduction, a body, a conclusion, title page, and a bibliography. They use proper quote format and paginate the paper.
- Students include a summary of the person's life, time, and works and incorporate language structures previously learned.
- Students provide the teacher with a written rough copy of their research prior to the due date of the final copy. The teacher edits the rough draft and returns it to students. Students revise and complete their final draft and submit to the teacher. The teacher evaluates the written research paper.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation and Brainstorming	Teacher	Oral Communication and Participation
Formative	Observation of Research	Teacher and Student	Research
Formative	Rough Copy	Student and Teacher	Written First Draft of Research
Formative	Peer Evaluation	Student	Written Second Draft
Summative	Evaluation Form	Teacher	Final Copy of Research Paper

Accommodations

- Arrange for assistance and extra time in preparing research paper.
- According to IEPs, adapt format and required elements of research paper, e.g., elements required, length, etc.
- Consult with Special Education staff for recommendations re: assessment and evaluation.

Activity 5: El español: idioma mundial

Time: 240 minutes

Description

Students conclude their cultural journey by researching the origin and the present day importance/significance of Hispanic traditions/events (e.g., the *Tango*, the *flamenco*, the *piñata*, bull fighting, etc.). Students demonstrate Christian leadership by organizing a fiesta in order to respect the diversity and interdependence of our contemporary society.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

1a - illustrates a basic understanding of the saving story of our Christian faith;
1e - speaks the language of life... "recognizing that lifeis an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.";
1h - respects the faith traditions, world religions and the life-journeys of all people of good will;
2a - listens actively and critically to understand and learn in light of gospel values;
2b - reads, understands, and uses written materials effectively;
2e - uses and integrates the Catholic faith tradition in critical analysis of the arts, media, technology and information systems to enhance the quality of life;
3a - recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
3b - creates, adapts, evaluates new ideas in light of the common good;
3e - adopts a holistic approach to life by integrating learning from various subject areas and experience;
4g - examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
6b - recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
7f - respects and affirms the diversity and interdependence of the world's peoples and cultures.
7g - respects and understands the history, cultural heritage, and pluralism of today's contemporary society.

Strand(s): Oral Communication (Listening, Speaking), Reading, Writing

Overall Expectations

LIV.01 - demonstrate an understanding of brief oral messages, communicated in various situations and for a variety of purposes;
SPV.01 - communicate orally in various situations and for a variety of purposes, using language appropriate to the level;
REV.01 - read age- and language-appropriate passages from different sources for a variety of purposes;
WRV.01 - write for a variety of purposes and audiences, using vocabulary and language structures appropriate to the level.

Specific Expectations

LI1.02 - demonstrate an understanding of information conveyed orally in presentations and dialogues, as well as in recorded materials (e.g., material on videotape, audiotape, and CD -ROMs);
LI1.03 - demonstrate knowledge of the culture of countries where the language is spoken by identifying information that is relevant to course themes (e.g., identify significant artists from a particular time period);
SP1.01 - use standard pronunciation and intonation with accuracy in the international language (e.g., in conversations and discussions);
SP1.02 - convey and respond to a variety of messages, using vocabulary and language structures appropriate to the level (e.g., participate in a discussion of a topic);

SP1.03 - express opinions and ideas in prepared and open-ended conversations and discussions (e.g., comment on a newspaper article or literary work);
SP1.04 - demonstrate an understanding of the culture of countries where the language is spoken in oral presentations that draw on a variety of media (e.g., create a video commercial that illustrates cultural attitudes to the product advertised);
RE1.01 - read for comprehension of main ideas and expansion of vocabulary, selections from a variety of texts, * including a minimum of two genres (e.g., short stories, fables, poems, newspapers);
RE1.02 - read aloud with expression and accurate pronunciation;
RE1.04 - respond to the texts read in a variety of activities (e.g., summarize events, predict further developments);
RE1.05 - demonstrate knowledge of the culture where the language is spoken in detailed and well-researched projects (e.g., prepare a presentation on a major literary figure from a country where the language is spoken);
WR1.01 - write sentences and paragraphs, including dialogues, using vocabulary and language structures appropriate to the level (e.g., write a short report comparing their school life to that of peers living in a country where the language is spoken);
WR1.02 - compose and answer a variety of questions;
WR1.03 - express opinions and ideas in writing, using different forms and/or a model (e.g., write a short composition on a topic or issue, prepare a questionnaire for a survey);
WR1.04 - revise and edit their work for accuracy of language, using input from teachers and peers and a variety of other resources (e.g., print and electronic dictionaries, spell-check feature of software programs);
WR1.05 - demonstrate knowledge of the culture of countries where the language is spoken in well-researched reports (e.g., write a biographical sketch of a famous person from a country where the language is spoken).

Planning Notes

- Prepare list of possible traditions/events typically considered Hispanic different pictures based on list (see Appendix 2-E – Algunas tradiciones/eventos hispánicos).
- Prepare necessary items for *fiesta* (e.g., tables, tablecloths, napkins, etc.).
- Prepare summative unit test.
- Reserve use of Internet and CD players and audio cassette players.
- Reserve time in the Resource Centre for students to find information on the Internet (e.g., historical origin, uses, and importance significance to the Hispanic culture).

Prior Knowledge & Skills

- Language structures taught in Units 1 and 2.

Teaching/Learning Strategies

- The teacher reviews the use of the *imperfecto* with the *pretérito indefinido y perfecto* and teaches the use of *por/para*. Students are quizzed on grammatical structures.
- The teacher introduces the idea of Canadian traditions/events and their origin(s). Students brainstorm Hispanic traditions/events and their origin(s). The teacher writes ideas on the board and discusses them with the class.
- The teacher distributes a list of some Hispanic traditions/events (see Appendix 2-E – Algunas tradiciones/eventos hispánicos) and students choose one topic to research and research topic chosen.
- Students assemble information in broadcast format or in advertisement/commercial format (1-3 minutes in length).

- Students in groups incorporate their information in order to prepare a *fiesta* and prepare an oral report on their findings for the *fiesta*.
- Students inform teacher of the name of the radio station that they will represent for the oral presentation of their commercial.
- Students decorate the classroom for the *fiesta* and the teacher invites staff members to participate in the *fiesta*.
- Students dress in appropriate costumes based on their researched topic and present it in the format chosen prior to the *fiesta*.
- Students incorporate their chosen topic in the *fiesta* (i.e., *sombrero* – students should have *sombreros* displayed or be wearing them).
- The teacher evaluates students on the oral presentation.
- Theacher should remind students abuot food allergies that their fellow students may have and plan for the *fiesta* accordingly.

Assessment & Evaluation of Student Achievement

Purpose	Tool/Method	Who	Strategy
Formative	Observation	Teacher	Brainstorm ideas of traditions/events-Canadian/Hispanic
Formative/Diagnostic	Checklist	Teacher	Group Collaboration
Formative	Peer Evaluation	Student	Oral Presentation
Summative	Rubric	Teacher	Oral Presentation
Summative	Unit Test	Student	Written Test

Accommodations

- Pair students with a sensitively selected partner.
- Arrange for extra assistance with the research and preparation of the *fiesta* as well as the oral presentation.
- Adapt the format and required elements of the *fiesta* and the oral presentation.
- Refer to recommendations re: assessment and evaluations made by Special Education staff.

Appendix 2-A – Algunas personas importantes de la cultura hispana

Algunos escritores hispanos famosos

Allende, Isabel
Alvarez, Julia
Asturias, Miguel Angel
Baroja, Pío
Bécquer, Gustavo Adolfo
Benavente y Martinez, Jacinto
Borges, Jorge Luis
Buero Vallejo, Antonio
Calderón de la Barca, Pedro
Castro, Rosalia de
Cela, Camilo José
Cervantes Saavedra, Miguel
Cisneros, Sandra
Cortázar, Julio
Cruz, Sor Juana Inés
Dalton, Roque
Darío, Rubén
De la Vega, Garcilaso
Echegaray, José
Fray Luis León
Fuentes, Carlos
Galeano, Eduardo
García Márquez, Gabriel
García Lorca, Federico
Gavidia, Francisco
Ibarbourou, Juana de
Jiménez, Juan Ramón
Lope de Vega
Machado, Antonio
Martí, José
Mistral, Gabriela
Neruda, Pablo
Niggli, Josefina
Onetti, Juan Carlos
Pardo Bazán, Emilia
Paz, Octavio
Perlera, Hilda
Quiroga, Horacio
Roas, Augusto
Séneca, Lucio Anneo
Teresa De Jesús
Tirso de Molina
Unamuno, Miguel
Vargas Llosa, Mario
Zorilla, José

Algunos músicos hispanos famosos

Albéniz, Isaac
Alicia de la Rocha
Blades, Rubén
Carreras, José
Casals, Pablo
Cruz, Celia
Domingo, Plácido
El Duo Pimpinela
Espinel, Vincente
Estefán, Gloria
Falla, Manuel de
Guerra, Juan Luis
Granados, Enrique
Iglesias, Enrique
Iglesias, Julio
Jobim, Antonio Carlos
Luis Miguel
Marc Anthony
Martin, Ricky
Negrete, Jorge
Puente, Tito
Rodrigo, Joaquín
Santana, Carlos
Segovia, Andrés
Selena
Tárrega, Francisco de
Victoria de Los Angeles

Algunas mujeres hispanas famosas

Alonso, Alicia
Castro, Rosalia de
Del Río, Dolores
Félix, Maria
Grever, María
Hernández, Dora
Herreras, Carolina
Isabel de Castilla
Menchú, Rigoberta
Mistral, Gabriela
Moreno, Luisa
Novello, Antonia
Ochoas, Ellen
Pardo Bazán, Emilia
Perón, Isabel
Ros-Lehtinen, Lleana
Roybal-Alland, Lucille
Salinas, Angela
Sánchez-Vicario, Arantxa
Santa Teresa De Jesús
Velázquez, Margarita
Zubizarreta, Teresa

Algunos científicos hispanos famosos

Albucarsis	Avenzoar	Avicena, Ibn-Sinna	Cajal, Santiago
Molina, Mario	Benacerraf, Baruj	Finlay, Carlos	Houssay, Bernardo
Leloir, Luis Federico	Milstein, César	Monturiol, Narciso	Ochoa, Severo Ellen,
Ramón Servet, Miguel			

Algunos deportistas hispanos famosos

Alcalá, Raúl	Aparicio, Luis	Ballestros, Severiano	Canseco, José
Carew, Rod	Chávez, Julio	Clemente, Roberto	DiHigo, Martin
DiStéfano, Alfredo	Durán, Roberto	Fernández, Gigi	Fernández, Mary Joe
Indurian, Miguel	López, Roy	Maradona, Diego	Marichal, Juan
Ochoa, Lorena	Rodriguez, Chi Chi	Saralegui, Cristina	Sierra, Ruben
Sosa, Sammy	Tartabull, Danny	Torrome, Henri	Treviño, Lee

Appendix 2-B – Las Artes

El Arte y los artistas

clásica/o	el cubismo	los colores	los cuadros	el realismo	el pincel
moderna/o	el pintor	la naturaleza	el museo	los retratos	la colección
romántica/o	la exposición	la pintura	el paisaje	el escultor	el dibujo
barroca/o	la escultura	la obra maestra			

El Prado	Museo del Bandolero	Museo del gaucho
Museo de la Ciudad de Mexico	Museo del Arte Costarricense	

Aguirre, Nataniel	Alonso, Alicia	Dalí, Salvador	El Greco
Gaudí, Antonio	Goya, Francisco de	Gris, Juan	Guillén, Nicolás
José Francisco	Kahlo, Frida	Miró, Juan	Murillo, Bartolomé Esteban
Picasso, Pablo	Pou, Miguel	Rivera, Diego	Velázquez, José Antonio
Veláquez, Diego			

Música

el/la cantante	la canción	la sinfonía	la orquesta	la danza	el baile
el flamenco	la jota	los músicos	el/la guitarrista	las maracas	el saxofón
la batería	la marimba	el acordeón	el violín	el piano	la flauta
la pandereta	el clarinete	el sikus	los bongos	el tango	la cumbia
el bolero	el cha-cha-chá	el mambo	la ranchera	la zamba	el calipso
el ritmo	el/la compositor(a)		el gitano	la voz	el laúd
las castañuelas	el concierto	los mariachis		el teatro	la obra de teatro
cantar	tocar	la ópera			

La literatura

clásica	moderna	romántica	picaresca	el/la escritor(a)	el poeta
el poema	la tragedia	la comedia	la rima	la métrica	el verso
silabear	la estrofa	la metáfora	la aliteración	la repetición	el tema
la sílaba	la ironía	la sátira	la biografía	el autor	el cuento
la leyenda	el conflicto	el personaje	el protagonista	la imagen	la novela
el teatro	el drama	el ensayo	la introducción	la conclusión	el desarrollo
la poesía épica	los cuentos de hadas		la mitología	la novela picaresca	
la escena	el argumento	el desenlace	el punto culminante		el símbolo
el simbolismo					

Lazarillo de Tormes Don Quijote de la Mancha Don Juan Tenorio el burlador de Sevilla

Historia y Cultura

el quetzal	los aztecas	los incas	los mayas	los moros	los judíos
los árabes	los cristianos	los celtas	los íberos	los fenicios	los griegos
los romanos	la Alhambra	la reforma	la inquisición	la tradición	la superstición
la región	la generación del 98		la época precolombina		las colonias

hispanoamérica	la guerra civil	la arqueología	la mantilla
la(s) pirámide(s)	el renacimiento	la edad media	la espada
el juego de pelota	el mundo hispánico	el jai-alai	

Antonio José de Sucre	Aragón, Fernando de	Bolívar, Simón	Cabeza de Vaca, Alvar Nuñez
Castilla, Isabel de	Castro, Fidel	Colón, Cristóbal	Cortés, Hernán
Pizarro, Francisco	Ponce De Léon	Soto, Hernando	García Robles, Alfonso
Perez Esquivel, Adolfo	Perón, Evita	Perón, General Juan	Pizarro, Francisco
Romero, César	Saavedra Lamas, Carlos	San Isidoro de Sevilla	Tamayo, Franz

Valle, Rafael Helidoro Vivar, Rodrigo Diáz de (El Cid) Zapata, Emiliano

Appendix 2-C – Criterio para la presentación oral

Pronunciación	/10
Entonación	/10
Organización/Preparación	/10
Contenido/Coherencia	/10
Vocabulario	/10
Gramática/Control de estructuras	/10
Creatividad y originalidad	/10
Iniciativa	/5
Actitud/Entusiasmo	/5
Reconocimiento Cultural	/10
Comprensión oral/Impresión general	/10
TOTAL	**/100**

Comentarios:

Appendix 2-D – Reportaje Escrito

Lenguaje:

- ❑ Uso del vocabulario /30
- ❑ Revisión de ortografía
- ❑ Uso de estructuras gramaticales
- ❑ Creatividad linguística

Contenido/Coherencia (contiene la información necesaria) /30

Organización:

- ❑ Estilo de ensayo /25
- ❑ Numeración de página
- ❑ Organización lógica

Título	/5
Bibliografía	/5
Citaciones	/5
TOTAL	**/100**

Comentarios:

Appendix 2-E – Algunas tradiciones/eventos hispánicos

la tauromaquia	el chocolate	el chicle	las hamacas	el flamenco
los gitanos	la piñata	las posadas	la sangría	las tapas
los tacos	el gazpacho	los buñuelos	la paella	los gauchos
los churros	el chorizo	la horchata	el tomatillo	el sombrero
el Día de los Muertos		el jai alai	el mate	la guitarra clásica
la fiesta	los bolos	los gauchos	el hicipil	la quinceañera
la sardana	la mantilla	la tuna	el merengue	el poncho
la marimba	la pampa	el tabaco	el tomate	
la rumba	el charango	la papa	las chakchas	el rondador
el sikus	el flan	el abanico	el mambo	la salsa
la cumbia	la flor de noche buena (poinsettia)			
Montezuma	Zorro			

Appendix 2-F – Estudio de la literatura

1. el título:

2. el autor:

3. el resumen del cuento, (leyenda, tradición, etc.):

4. los personajes:
   a) principales:
   b) secundarios:

5. ¿dónde pasa y cúando?(tiempo y espacio):

6. punto de vista:

7. el desarrollo:

8. a) el conflicto:
   b) incidente(s) que complica(n) la situación:
   c) incidente(s) que lleva(n) al punto culminante:
   d) el punto culminante:
   e) el desenlace:

9. Impresión general:
   a) el tema:
   b) los símbolos (técnicas literarias):
   c) como se establece el interés:
   d) mensaje universal:

10. Tipo de cuento, leyenda, tradición, etc.: ¿Por qué, en su opinión, el autor ha utlizado este estilo?